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By- Marvin, James C.
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A study of the libraries in Missoula County, Montana, was conducted to determine library resources and potential areas of cooperation between all types of libraries. The recommendations for a cooperative network are based on visits to libraries and interviews with librarians, public officials, and interested citizens. Study procedure did not include an evaluation of individual libraries or an examination of the qualifications of library personnel. Suggestions cover: (1) organization of a Missoula Area Library Council; (2) employment of a liason librarian to serve all of the area libraries; (3) designation of the Missoula Public Library as a communication or IMPACT Center and administrative headquarters for a public library federation; (4) financial aid to the University of Montana library; (5) a computerized union list of serial holdings; (6) cooperation between the elementary school district, public library, and County Instructional Materials Center for children's services; (7) revision of the public library contract with Missoula County for library service; and (8) a joint plan for in-service training programs and clinics. Appended are the study questionaire, library statistical data, and a list of study participants. (JB)

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A Plan for Library Cooperation in Missoula County, Montana

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A Plan for Library Cooperation In Missoula County, Montana

By James C. Marvin, Director
Topeka (Kansas) Public Library

MONTANA STATE LIBRARY
930 East Lyndale Avenue
Helena 59601
1968

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FOREWORD

The Montana State Library's State Plan for Title III of the Library Services and Construction Act, Interlibrary Cooperation, included in 1968 provision for pilot community studies in library cooperation. It was through this Plan, stimulated by the interest of people in the city and county of Missoula, that this study was commissioned.

The Missoula League of Women Voters (Mrs. Audra Browman, Chairman, Library Committee), in the course of their study of local government functions, asked the State Library to fund an in-depth study of library cooperation in Missoula County. The State Library was fortunate in securing the services of James Marvin, Director of the Topeka (Kansas) Public Library for this study. We are pleased to present it as one set of recommendations which might be studied by librarians throughout the state — and are pleased to acknowledge the interest in, and support of, quality library service by the Missoula League of Women Voters.

Ruth O. Longworth
Librarian, Montana State Library

PREFACE

In the fall of 1967, the writer was invited to do a study of the libraries of Missoula County (Montana) ". . . to determine library resources and areas of cooperation between all types of libraries and the feasibility of such cooperation."

A group of library and school officials had petitioned the Montana State Library for such a study, stating "We believe that survey of our area would serve as a useful pilot project for the state in working out statewide plans for interlibrary cooperation, and that such a project would be designed to collect information that would be of help to the individual libraries in the third most populous county of Montana."

The writer made three week long trips to Missoula in the interests of the study and a fourth, combined with participation in the University of Montana's Summer Institute for Librarians.

The spirit of friendliness and cooperation demonstrated by the Missoula area librarians, educators and citizens was remarkable and warming. While there are dangers in singling out any individuals, the writer would like to acknowledge the help and wise counsel of Earle Thompson, Dean of Library Services (University of Montana); the assistance of Professor Lawrence Hodges and his wife Eileen (University of Montana College of Education); the perceptive insights of Mrs. Peggy Gadbow, Director of Library Services (Missoula Elementary Schools); the cooperativeness of Miss Evelyn Swant, Library Director (Missoula Public Library) and for his wide-ranging knowledge of the history of Missoula and the area, Mr. Albert Partoll, Library Board President (Missoula Public Library).

To Judy Matson, project assistant, a special thank you for work well done, usually under pressure, and always with tact and discretion.

CHAPTER 1

STUDY PROCEDURES

Emphasis was placed on opinions and attitudes during the course of the Missoula area Title III study, since little cooperation could be hoped for without the favor of the library group involved. Libraries of participants were visited and librarians of these institutions were interviewed. In addition, the writer visited with the Mayor of Missoula, the Missoula County Commissioners, Superintendents of both Missoula school districts, the County Superintendent of Schools, members of the Missoula Public Library Board of Trustees, the City-County Planner, the chairman of the City-County Planning Board, the executive of the Chamber of Commerce, members of the League of Women Voters and others in the community.

Meetings were held with representatives of the library community and interested citizens during each of the first three visits to Missoula. Only one of the participating librarians failed to attend at least one of these meetings and each time, members were apprised of progress to date and encouraged to provide the benefit of their thinking on each possible component of cooperation, as it was presented and explored.

The study did not attempt to evaluate the participating libraries nor to study the qualifications of the personnel staffing them. This may be a source of disappointment to those with particular points of view or other strong interests in the needs or problems of one library or another. Emphasis was given to those elements of library service which lend themselves to cooperative endeavors. The good will of the librarians was held invaluable since alienation could have been disastrous to the study and plan.

The study aimed at all times to explore how, through a network of cooperation, any individual in the Missoula area could receive the most effective library service, based on the existing conditions and recognizing the realities of present use patterns. Individual studies to evaluate the various libraries would certainly be helpful, but would have to be commissioned by the institutions themselves, and for different reasons than those set out as the underlying and guiding principles for this study.

"A workable plan for cooperation" was requested in the study charge — the writer hopes sincerely that the necessary ingredients are included here to put cooperation among the Missoula area libraries in motion.

CHAPTER 2

MISSOULA AND ITS LIBRARIES

Missoula and Missoula County comprise one of the fastest growing areas of Montana. Natural resources, primarily timber, represent the dominant industrial force, although the University of Montana is a very important factor in the economic growth of the region.

Beautifully situated at the base of the Bitterroot Range, and entered by five valleys, Missoula gives the appearance of existing in almost idyllic isolation. An examination of the pace of this community, the energy of its librarians, tells the visitor at once that Missoula is on the move, a contention the Chamber of Commerce can easily document.

The largest library in Missoula is that of the University of Montana, with a collection of nearly 500,000 books and plans for a completely new and modern structure.

In size of collection, the Missoula Public Library, serving Missoula County by contract, represents the second ranking library, and is in the process of planning for an enlarged facility. This library has a book collection of over 80,000 volumes and contains an impressive collection of Montana and Northwest historical material.

The nature of the school systems in Missoula County is complex and leads to difficulties in integrated library development. The Missoula County High School operates two high schools in Missoula and one in the County, in addition to the Missoula Technical Center and the Instructional Materials Center. One school district, the **only** unified one in the County, operates a small high school and an elementary school. The two City high schools have collections in their libraries of more than 8,000 each, while the one in the County has less than 2,000 books. (Note, as the study of multiple use shows, these students also make less use of other County libraries.)

There are 13 elementary school districts in Missoula County, the largest being District 1 in Missoula, with nearly 20 schools, all with central libraries. The supervisor of libraries for this district has developed one of the most impressive and effective programs of utilization of volunteer help witnessed by this writer, and the overall development of the district's libraries over the past half-

decade is outstanding, the combined book collections totalling over 50,000 for some 7,000 students.

The elementary school districts outside Missoula have libraries with collections ranging from a low of about 500 books (26 students) to a high of almost 3,000 books (344 students).

Missoula has two parochial elementary and two high schools, the latter located across the street from one another — this proximity leading to one of the recommendations in the next chapter.

The St. Patrick School of Nursing library, one of the study participants, has a small collection of books and a useful group of nursing periodicals.

Some of the high school librarians of the area conveyed the impression that their high school students were more or less self-sufficient with their school libraries, that reliance on other community libraries was not too great. Public library staff members were as certain that these same students constituted one of their heaviest segments of users, while staff members at the University of Montana Library suspected that they had a rather substantial amount of student use, not generated by their own student body.

In attempting to determine what the nature of student use of a variety of libraries (if any) was, a study was conducted during the course of a week in April, 1968. Its results appear as a separate chapter in this report and seem to indicate that there is a considerable interdependence of library use which justifies the efforts the Missoula Area librarians have made in discussing some sort of cooperative network among their various libraries.

These goals for library service from **A Time For Great Things; Montana's Plan for Total Library Service** (p. 4) set well the tone and urgencies of this study.

> "Every resident of Montana should have available to him, no matter where he lives, library service of high quality. No two people will need or want exactly the same kind of service; a person will need different kinds of service at various times in his life. At any given time he may want more than one kind of service and material. He should be able to get materials (and assistance using them effectively) by a reasonable effort, and within a reasonable time.
>
> Accurate, complete information on any subject is essential. From the question of the child to the search of the scholar, the full range of inquiry should be met with up-to-date, comprehensive materials geared to the ability of the

questioner to understand them. Assistance in using complex materials should be readily available.

Each person should be able to get those materials that are essential to his education. Whether he is a student in school or college, or an out-of-school adult, continuing his education in order to improve his work or his family life, or to undertake his responsibilities as a citizen and a member of his community, or to develop as a thinking, spiritual aesthetic human being, he requires books and other printed materials, and recordings of sounds and pictures to help him to learn."

No individual library in any community can provide this kind of library service alone. Perhaps not even cooperation among the existing libraries will suffice, but it is an indispensable first step.

CHAPTER 3

RECOMMENDATIONS AND PLAN

The following recommendations for a cooperative network among libraries of the Missoula area are based on observations, interviews, studies and comments, all conducted, heard, or offered in some way during this overall study. It is hoped that these elements will constitute or lead to the workable plan for cooperation among the various libraries of the Missoula area. They only constitute the beginning; the imagination and innovation of the local librarians and community leaders will show the way.

Cooperation becomes difficult when it leaves the safe seas of the intangible and enters the less heady environs of what can be realized — the **NOW.** Cooperation rests heavily on attitude and it has been the theory of the writer that the quality of this attitude could only be measured after repeated visits with as many community officials, citizens and librarians as possible.

IT IS RECOMMENDED THAT:

1. **The Missoula Area Librarians organize themselves into a Missoula Area Library Council to meet regularly (not less than quarterly) to plan for the future of library service in Missoula County and to discuss common library problems and opportunities.**

   A. One of the librarian members should be named chairman of this group, to call future meetings, to estab-

lish that structure which will allow for orderly procedures, for the taking of minutes, for the establishment of by-laws, etc.

B. This group can study overall library problems, can conduct studies of collection strengths of the various libraries, can agree on areas of specialization (to prevent needless duplication), can investigate the merits of Area-wide library borrowers cards, can consider the implications of this entire study on their immediate operations and future plans.

C. A liaison librarian, if employed for the community, could serve as the executive for this Area Council. (See RECOMMENDATION 2.)

2. A liaison librarian be employed to serve the interests of all the Area's libraries by directing the Impact Center (see RECOMMENDATION 3), by establishing interlibrary materials loan and reference networks (see RECOMMENDATION 4) and such other activities that, in the judgment of the Missoula Area Library Council, will increase the quality and availability of library service in Missoula County.

A. The liaison librarian should be a professionally trained and experienced person, with great tact and judgment.

B. This position, for an experimental period, should be financed by a grant, perhaps from the Montana State Library. Ultimately, the costs of such a position could be borne by the area libraries in proportion to their ability to pay.

C. Hopefully, a librarian acquainted with the Missoula or Western Montana area can be secured for this position, since a great deal of the success will depend on a knowledge of the Area's libraries and library needs.

3. The Missoula Public Library serve as a daily communication or IMPACT Center from the county's various high schools and the School of Nursing, for information regarding student assignments and other course work which will affect the various high school libraries, the public library, and the University of Montana library.

A. As an important but small part of this plan, it is urged that all libraries have telephones installed, a modest expense when it is recognized that libraries are vital links in the communications network, yet frequently inaccessible by one of the most useful of all the devices, the telephone!

B. In this role, the liaison librarian will act as a library resources coordinator in making arrangements as necessary

to assure the maximum availability of library materials where and when needed, possibly involving temporary relocations of material when the best service to the individual suggests such action and where the needs of the library will not be handicapped by such action.

C. The extensive and valuable collection of the Montana State Library, both for periodicals and books, through its interlibrary loan facilities, will play an important role in expanding the resources available in the community and through the IMPACT Center.

D. It is suggested that, in the case of high school assignments, the liaison librarian determine that the collections of all high school libraries in the County are exhausted, before making arrangements for the use of other library collections, an opoprtunity that will exist only if the telephone installations mentioned above became a reality.

E. The Missoula Public Library, severely strapped for space at this time, will perhaps not have room for this center at once. The writer realizes this and knows that a new public library building will be necessary for the realization of many of the recommendations, as may well be the case with respect to recommendations involving the University of Montana.

4. **The Missoula Area Library Council request the support of the Montana State Library in arranging for financing of access to the collection and reference services of the University of Montana Library to provide for: (1) interlibrary loan service, through the IMPACT Center and (2) reference service, through the IMPACT Center, after the high school, public and other libraries involved have been judged unable to handle such requests because of reasonable collection limitations.**

A. When book or periodical resources are unavailable except at the University of Montana Library, the liaison librarian will make such arrangements as are necessary, subject to the University Library's regulations, to assure their availability to patrons of the public library or high school students. The interlibrary loan study, (see chapter in this report) indicates that a substantial number of books needed on interlibrary loan are available at the University of Montana Library.

B. Reference service, like book and periodical service, would be provided by the reference staff of the University of Montana Library, either through the liaison librarian and the IMPACT Center, or, if feasible and the volume of material requires it, directly to the patron, **BUT ONLY** on prior arrangement by the liaison librarian.

C. The writer recognizes the space and staff limitations of the University of Montana Library, but also senses its great capabilities both in staff and in bibliographic services (the latter studied by the Study Project Assistant) . . . in its ability to act as both a reference center and interlibrary loan verification center.

D. As with the Missoula Public Library, the completion of the new University of Montana Library building will greatly strengthen it in its major role as library to its students and faculty, and in providing in-depth community and state-wide services.

E. Interlibrary loan service, not available at the University of Montana, should then go on the traditional routing to the Montana State Library for filling from its collections, but, hopefully, for immediacy and fuller bibliographic citation, teletype might be utilized for the transmission of these unfilled requests. The Montana State Library, as at present, would then go on to the Pacific Northwest Bibliographic Center for those items qualifying for such loans and which are not available in its collection.

F. This plan would channel all community use of the University of Montana Library through the IMPACT Center — providing the richness of library service described in Montana's **A Time For Great Things** (see Chapter 2) while not creating an unreasonable run on the University's Library and still recognizing the responsibility of the other libraries in the community to develop their collections to the limit of their abilities, for their special clienteles. For material outside the reasonable scope of these libraries' collecting policies, the University's collections would be pressed into service.

5. The great development of elementary school libraries throughout Missoula County, particularly outside Elementary School District No. 1, and the provision of library service to children as well as adults from the County service of the Missoula Public Library, plus the ever-expanding services emanating from the newly created Missoula County Instructional Materials Center, be viewed as a remarkable area for cooperative devices.

A. The school library supervisor for Elementary District 1 has been lending her assistance and facilities to various elementary school libraries in the development of their collections during the past year.

B. The Instructional Materials Center provides truck delivery service to all schools in the County, in taking to them the modern equipment and library materials stocked in the Center for their use.

C. The branch deposits of the Missoula Public Library's county service range over this same area in providing public library book service to the people of the County.

D. Officials of these three units (A, B, C above) should meet together to view their common goals in the County and explore some of the cooperative possibilities, such sessions to include the Missoula County Superintendent of Schools, to represent the varied library interests of the profusion of independent school districts in the County.

E. Countless possibilities come to mind for exploration: the use of a common conveyance for all three agencies; a large, modern vehicle that could deliver books and equipment for all agencies involved. Processing for all elementary schools, given adequate funding and staffing, by the well organized District 1 library center, could continue or be expanded.

F. The writer realizes that this recommendation is a heady one, involving at least three separate but related agencies, and a host of possibilities for funding, such as the ESEA titles and LSCA titles I and III. The beginning of a dialogue on the possibilities for cooperation in this area could help bring a high level of library service to a geographical region whose very beauties in the form of mountains and open spaces create severe difficulties in the provision of library services.

6. The Missoula Public Library, as space and other facilities permit, form the administrative headquarters for a public library federation, to permit greater access to the library materials necessary for its clientele by permitting collection building on a massive, multi-county basis.

A. The Missoula area, with its great momentum and population thrust, can be an effective head for such a multi-county library operation. Its location in western Montana lends itself to this sort of development.

B. It is entirely possible that the development of such a library federation will ultimately provide for the inclusion of many other types of libraries, college and university, high school, etc., for a fully integrated plan for library service, emphasizing the individual strength and autonomy of the various libraries while making cooperation on common undertakings and service problems possible.

C. A few lines from Ruth Warncke's **Plan for the Development of Library Service in Montana** (p. 5, 6) may add to this point:

"The type of system that suits Montana's needs best is called the federation . . . The services provided by the fed-

eration may include centralized ordering, processing, and cataloging; a uniform library card which permits residents to borrow from any library in the system; group purchase of books, supplies, and equipment at increased discounts; in-service training and expert advice and counsel for local librarians . . .

"The federation has been selected as the most appropriate system for Montana because it is built on the solid foundation of a strong central library; it allows each local library to continue to serve its own clientele, to join or not to join a system as it wishes, to have a voice in the governing of the system if it does join, to gain strength from a larger resource unit without being controlled by it and to withdraw from it if it so wishes. **The federation retains the priceless advantages of initiative, responsibility, and pride of ownership in each community; and it extends service into areas that have previously had no library service."**

7. **The Missoula Public Library be encouraged by all libraries and interested citizens to pursue its present plans for major library expansion, with the assurance of the support of the total library community.**

A. It has been fully acknowledged by the Missoula Public Library's Board of Trustees that major library expansion is forthcoming, pending the solution of the very difficult problems of financing and site selection.

B. It is understood that it will be difficult indeed for the public library to carry its share in a cooperative network of library services under the serious physical handicaps now existing.

C. Library Services and Construction Act funds (Title II), while limited by current budget curtailments, will doubtless be of help. In a meeting with them, the Missoula County Commissioners assured the writer of their willingness to support their full share of good library service.

8. **The University of Montana Library be given the same level of support and encouragement in its efforts to achieve a new library structure.**

A. Farther along than the Public Library, the University Library has accomplished the matter of site selection and has documented its needs with thoroughness and clarity in the "Program Statement for the Proposed New Library Building at the University of Montana."

B. As with the Missoula Public Library, larger facilities will be a determining factor in the steps which this li-

brary can take in assuming its role in any library cooperative network.

9. **The Public and high school libraries consider a plan for incorporation of their new book and materials acquisitions in the catalog prepared by the Missoula County Instructional Materials Center.**

A. The strong advantage here would be that books and materials added to libraries serving all of Missoula County (in one way or another) could be called to the attention of all interested parties through a common listing in this catalog, with a designation indicating the library owning the particular item listed. This would increase the awareness of students and citizens of the entire County of the material available to them — thus increasing the effectiveness of these collections, all stretching the taxpayers' investment in the libraries.

B. It is recognized that the Instructional Materials Center may carry an added burden, in materials and in staff costs, in expanding its Catalog. Perhaps the Missoula Area Library Council could request pilot funding of this project to test its real costs, feasibility and effectiveness.

10. **All the high school libraries, the Instructional Materials Center, the Missoula Public Library, and St. Patrick School of Nursing Library be included in forthcoming editions of the computerized list of serial holdings produced by the University of Montana Library.**

A. Accomplishment of this recommendation would provide a "Union List of Serials" for Missoula County, dominated, of course, by the nearly 4,800 titles of the University of Montana Library.

B. The costs of inclusion may be nominal enough for libraries to carry, although the production of added copies of the list may seem burdensome the first time around. Libraries may want to request outside assistance at the beginning, but ultimately this should be carried by the participating libraries . . . as time and experience indicate the effectiveness of such a list.

C. It is possible that there will be a real reciprocal element in this service, as there could be periodicals listed from libraries which would not be among the University of Montana's present holdings, and student interests are wide-ranging and somewhat unpredictable.

D. An arrangement should be made for liberal use of such periodical holdings, including inexpensive and readily available photocopies, for all users. The IMPACT

Center, with the liaison librarian, should develop the necessary arrangements with the librarians involved, with the requirements of each participating library kept firmly in mind.

E. If from a production, or some other standpoint, it proves unfeasible for the inclusion of all libraries' holdings in this list, then every library should make efforts to secure a copy of the university library's list, proceeding as under "D" above, screening all requests through the IMPACT Center.

11. **The two adjoining high school libraries, Loyola and Sacred Heart, consider becoming a co-institutional library service, to provide a greater book and library materials collection to both student bodies.**

A. Such an endeavor could avoid duplication in purchasing and stretch limited funds.

B. This recommendation is in no sense critical of either library, both are well administered; but the affinity (religious, although of different orders; physical, facing the same street) is too great to overlook and the combined strength of the libraries will make them a greater force in a cooperative network.

12. **The Missoula Public Library Board of Trustees and the Missoula County Commissioners consider a revision of their contractual agreement dating from May, 1925, governing conditions for the provision of library service to the County.**

A. The writer has carefully examined this contract and feels that a somewhat more flexible approach may be justified, both in the level of support and in the somewhat demanding provision for a separate accounting of that property purchased from County funds.

B. The very long standing nature of the contract and the fine spirit of cooperation between the Public Library Board and the Commissioners makes it apparent that the old regulations and safeguards have perhaps seen their day.

C. Personnel expenses amount to almost two-thirds of most library expenses — these are not cumulative and cannot be audited or transferred to another authority on termination of a contract. The books purchased through contract funds can perhaps also be viewed in this way, since they too are consumed, and they also represent the smaller part of the County's investment in library service.

D. Some separation of collection, for example, one used for the constant exchange of book collection over-

flow, etc., may be useful in supplying county service. The special "County" collection and staff emphasis probably follows from the old contractual arrangement, however, and is perhaps no longer needed.

E. As the population of Missoula County mushrooms, and library service costs inevitably increase, the mill levy formula described in the contract may well become contentious and a year-to-year prorating of costs would perhaps be superior.

13. **The members of the local library community, perhaps under the auspices of the Missoula Area Library Council, plan joint in-service training programs and clinics, where common interests are apparent, and that such activities be in cooperation with the University of Montana School of Education, whose summer institutes have been successful and have pointed the way for activities of this kind.**

A. As a tangent to this, it is suggested that the Missoula Area Library Council keep in mind the developing program of the Missoula County High School District Technical School, which may turn, as other schools are doing, to the training of "Library Technicians", a source of labor for local libraries and a source of controversy for some who view it with alarm.

CHAPTER 4

FUTURE RECOMMENDATIONS

During the study, certain suggestions or recommendations were offered but are withheld at this time for the reasons stated below.

Centralized book cataloging and processing seemed a natural topic for cooperation among libraries but no librarian interviewed expressed any particular interest in this issue. This may be due in part to the fact that the cataloging for the high schools of the Missoula County High School District is already being done by Instructional Materials Center. The issue may well be raised again, as book acquisition rates increase and shortages of skilled help become acute. Should a public library federation be formed, the potential to handle a large share of the cataloging load of the various libraries could easily become available. At this time, in the writer's opinion, the total book cataloging and processing requirements of the existing libraries of Missoula County could well be handled by a single processing center and the librarians may well want to re-examine this possibility in the future.

County-wide library cards, good for all libraries, were mentioned as desirable by a number of interested citizens, although not by members of the library community. No recommendation is being made at this time, since it is possible that the main benefits of "universal" cards can probably be gained through the implementation of the recommendations of **Chapter 3.** There are many difficulties in the use of common cards, such as the nature of the charging equipment to be used and the requirements for internal controls based on the characteristics of the student body involved. This subject lends itself to continuing study by the Missoula Area Library Council.

Night open hours for high schools were mentioned by a number of people interviewed. This seems natural to laymen, when it involves book collections particularly designed for the student bodies of the schools and when the pressures of class schedules and activities make use of the libraries during the daytime rather difficult. The high school libraries of Missoula were not designed with evening open hours in mind, since all but one is located on the second floor of the school so that building control would be awkward if not impossible in the evening. Of course, controlled experiments could be conducted to test the use of high school libraries during the evenings and it is possible that a cooperative plan could be devised so that not all libraries would have to be open every evening. Problems of staffing and problems of control will be paramount but, here again, the Missoula Area Library Council may want to give this idea some consideration.

Governmental changes or reorganization, made possible under new Montana law (Inter-local Cooperation), are avoided by recommendation at this time since, in the experience and opinion of the writer, they are the most difficult to effect and may, indeed, delay the cooperative undertakings which the study (or others proposed by the Missoula Area Library Council) suggests. In time, as the various agencies have developed good working relationships and attitudes of trust, different structural patterns may seem desirable and feasible.

CHAPTER 5

STUDENT USE OF MISSOULA COUNTY LIBARIES

A study was conducted of the student use which is made of a variety of libraries in Missoula County. All high schools participating in the study were included, in addition to St. Patrick School of Nursing and the University of Montana. The purpose of the study was to ascertain the degree of multiple use of libraries by students and the type of materials most commonly used.

	Percentage of Students Using		
Name of School	Other Libraries	Public Library	University of Montana
Hellgate High School	73%	73%	20%
Loyola High School	87%	75%	87%
Sacred Heart High School	100%	100%	60%
Seeley-Swan High School	12%	12%	None
Sentinel High School	56%	54%	11%
St. Patrick	70%	70%	60%
University of Montana	25%	23%	———

Of all students in participating libraries responding to the survey, 47% used at least one other library in Missoula County in addition to their own.

64% of all high school students used at least one other library

70% of the St. Patrick School of Nursing used at least one other

25% of the University of Montana students used at least one other

No use of other high school libraries was reported by high school students surveyed, the preponderance of student use of other libraries being directed towards the Missoula Public Library and the University of Montana Library.

Use of Missoula Public Library by students surveyed:

63% of all high school students used the Missoula Public Library

70% of St. Patrick School of Nursing students used the Missoula Public Library

23% of University of Montana students used the Missoula Public Library

46% of all students used the Missoula Public Library

In their use of the Missoula Public Library, students indicated the following preference order for library materials or services:

No. 1 — **Books,** accounted for 75% of all student use
No. 2 — **Reference services,** accounted for 73% of all student use
No. 3 — **Magazines,** accounted for 36% of all student use
No. 4 — **Newspapers,** accounted for 14% of all student use

Use of the University of Montana Library by all students except the University's students:

24% of all high school students used the University Library
60% of St. Patrick School of Nursing students used the University Library
25% of all students (excluding the University) used the University Library

In their use of the University of Montana Library, students indicated the following preference order for library materials or services:

No. 1 — **Reference services,** accounted for 89% of all student use
No. 2 — **Books,** accounted for 49% of all student use
No. 3 — **Magazines,** accounted for 21% of all student use
No. 4 — **Newspapers,** accounted for 10% of all student use

During the week of this survey, the patrons of the Missoula Public Library (and County branches) were also asked to indicate whether or not they used libraries in Missoula County in addition to the Public. Since many of them were students, it can be assumed that they also used the libraries of their own institutions. However, of all patrons surveyed, using the following public service departments, these results were obtained:

Juvenile Department — 74% of patrons used other libraries in the County
Circulation Department — 25% of patrons used other libraries in the County
Reference Department — 50% of patrons used other libraries in the County

The Instructional Materials Center was also studied during the week but the sample was very small and by definition, in serving existing institutions, it is expected that there would be great additional library use by its patrons. Actually, it scored 100% use of other libraries.

The intent of the study was to show the nature of student use of a variety of libraries but all library patrons involved evidenced a high degree of multiple use of libraries.

OBSERVATIONS: A high degree of multiple use and dependence on a variety of libraries is indicated. Even the University of Montana student body, with the most substantial library holdings of any of the libraries in the study group, showed a significant use of the Missoula Public Library by its students. Almost two-thirds of all high school students surveyed used the Missoula Public Library and nearly one-fourth of all high school students also used the University of Montana Library. Books and reference service accounted for most student use of the Public Library while their use of the University of Montana Library was predominantly for reference service, with book use running a rather poor second place.

The absence of any use of the University of Montana Library by Seeley-Swan students, and their low use of the Missoula Public Library, is readily explained by the geographic isolation of this school from Missoula. Because the size of its book collection is sharply smaller than either that of Sentinel or Hellgate High School (the two other high schools in the Missoula County High School District), one would normally expect the reliance on other libraries to be greater. In their use of the Public Library, for example, Sentinel and Hellgate recorded 54% and 73% use respectively, while Seeley-Swan showed 12%.

Because students are using the University of Montana Library collection rather heavily at this time, and perhaps by a number of methods not sanctioned by library officials, a method of channeling this use, in a manner not prejudicial to the University's students, and still supplying that material beyond the reasonable acquisition hopes of the various other school libraries, seems in order. The recommendations of Chapter 3 concern themselves with this issue.

Certainly, the library needs of the Seeley-Swan students must receive special attention and one must recognize, again, the fact that the four high schools located in Missoula itself are not self sufficient, but must play their part in a network of library service accommodating the advanced needs of their students while still developing in their own institutions, more adequate collections and staffs.

CHAPTER 6

MISSOULA PUBLIC LIBRARY INTERLIBRARY LOAN SERVICE

All interlibrary loan requests originating at the Missoula Public Library for the year 1967 were studied and evaluated. This study was made in an attempt to determine whether or not the present arrangements for such loans were adequate, or if more immediate community resources could advantageously be tapped before referral to the Montana State Library.

Presently, interlibrary loans are handled in this way:

1. The Missoula Public Library sends requests to the Montana State Library.

2. The Montana State Library fills as many requests as possible from its own collection. If not in its collection,

3. The request is telephoned to the University of Montana Library (exception: material whose subject lends itself more to the special nature of the collections at the Montana State University Library at Bozeman or the College of Mineral Arts and Sciences at Butte).

4. Requests thus filled are sent to the Missoula Public Library and then returned to the appropriate library via the Montana State Library.

Note: a member of the University of Montana library staff works for the Montana State Library, in addition to her regular work load for the University, to receive and search these requests. Reference questions are also occasionally placed on this circuit and are handled by this staff member. The volume of the latter is not heavy at the moment, although some very time consuming questions were mentioned during our interview.

5. Requests for books and other materials not available at the University of Montana Library (or one of the others mentioned above) are then placed with the Pacific Northwest Bibliographic Center in Seattle. **Fiction, juvenile titles and requests from high school students are not requested through the Center.**

It was the contention of the writer, not exactly borne out in this study, that the circuitous nature of the request (Missoula Public — Montana State Library — University of Montana (Missoula) . . .) created an unnecessary delay in delivery of needed material to the patrons of the Missoula Public Library.

Of the 77 requests filled for the year, 16 were available in the collection of the University of Montana Library, the remainder from the Montana State Library and from other libraries loaning through the Pacific Northwest Bibliographic Center. Had the 77 requests been checked immediately at the University of Montana Library, however, very rapid service could have been provided to a number of patrons. A large number of the others would also probably have been telephoned to the University of Montana Library for searching, so duplication of effort would not necessarily have resulted, since this would have been done initially.

The Montana State Library makes a yeoman search and attempt to get what the libraries of the state request and this service is probably very good, within the limitations of time, staff and collection available.

The surveyor noted that a number of books requested from the Montana State Library might have been expected to be found in the collection of the Missoula Public Library, such as Thomas B. Costain's **The Conquerors** and **The Magnificent Century;** Louis Nizer's **My Life in Court,** etc. However, a number of others represented the highest use of interlibrary loan and were items that would clearly not be in the local collection, such as Frank E. Clark's **Clark on Surveys and Boundaries** and Siegfried Giedion's **Mechanization Takes Command.** It was also noted that more than 20 books were requested for titles in German, primarily in fiction, supplied through the Pacific Northwest Bibliographic Center.

The survey, in Chapter 3, recommends a more direct approach for inter-library loans, as well as slight technological improvements.

APPENDIX A

(Related to **Recommendation** 9, Chapter 3, page 12)

INTRODUCTION

Cataloging practices in use at the Missoula County Instructional Materials Center are basically consistent with the majority of established library cataloging. Classification numbers are assigned from the 9th abridged edition of the Dewey Decimal Classification System. Subject headings are assigned from Sears List of Subject Headings 9th edition.

In considering the usefulness of the book catalog, much consideration and discussion has been given its content. In keeping with the philosophy of short cataloging, it was decided to construct the catalog as a fact finding list and not a bibliographical tool.

Entries include the call number, author, title, imprint and collation.

Filing is according to ALA filing rules; however, subsequent revisions and updates to the book catalog may necessitate variations to accommodate an automated system.

The catalog is a basic three-volume set containing 900 titles of material available at the Materials Center. The three volumes will include an author, title and subject listing. There are two basic reasons for the construction of a three-volume catalog as opposed to a single dictionary arrangement:

1. Local availability of a data processing system to accomplish the task with a minimum amount of manual sorting and filing.
2. Projected size of the catalog for easy access and use.

The format of the three catalogs incorporates the same design. However, because of a coding discrepancy in key punching, the subject catalog deviates slightly in the header entry. These changes will be satisfied when converting our card system to magnetic tape system.

APPENDIX B

(Basis for survey of student use, Chapter 5)

The purpose of this questionnaire is to determine our patrons' use of libraries in addition to this one. We appreciate your time in filling out this report.

Please check the appropriate blank:

_____Student

_____Faculty

_____Other

If you checked either the Student or Faculty blank, please indicate at which institution:

_____Hellgate High School

_____Loyola High School

_____Sacred Heart Academy

_____St. Patrick School of Nursing

_____Seeley-Swan High School

_____Sentinel High School

_____University of Montana

_____

Do you use any other libraries in Missoula County in addition to this one?

_____Yes _____No

If you checked Yes, please indicate the other libraries and for what type of library service:

(write out) (please check appropriate column or columns)

Name of Library	Maga-zines	Books	News-papers	Reference Information	Other (specify)

APPENDIX C

Selected Data Reflecting Library Resources/Schedules (School data is for 1968, Missoula Public Library, 1967)

Library	Books	Periodical Tiles — current	Open Hours	
Hellgate High School	8,403	62	8:00 a.m.- 4:30 p.m.	Monday through Friday, school year (1
Loyola High School	2,700	25	8:15 a.m.- 3:30 p.m.	Monday throughFriday, school year
Missoula Public Library	84,311	124		Adult section
			10:00 a.m.- 9:00 p.m.	Monday through Friday
			10:00 a.m.- 6:00 p.m.	Saturday
				Children's section (2)
			1:00 p.m.- 6:00 p.m.	Monday through Friday
			10:00 a.m.- 6:00 p.m.	Saturday
Sacred Heart Academy	4,602	28	8:00 a.m.- 9:00 p.m.	Monday through Friday, school year(3)
Seely-Swan High School	1,338	36	8:00 a.m.- 4:30 p.m.	Monday through Friday, school year(1)
Sentinel High School	8,530	62	8:00 a.m.- 4:30 p.m.	Monday thorugh Friday, school year(1)
St. Patrick School of Nursing	3,097	42	1:00 p.m.- 9:00 p.m.	Monday and Thursday
			9:00 a.m.- 9:00 p.m.	Tuesday and Wednesday
			9:00 a.m.- 5:00 p.m.	Friday and Saturday
University of Montana Library	497,023	4,734	8:00 a.m.-midnight	Monday through Friday(4)
			9:00 a.m.-10:00 p.m.	Saturday(4)
			2:00 p.m.-midnight	Sunday(4)

(1) Occasionally, summer hours when summer school being conducted. (2) Varies in summer, Children's section. (3) Available weekends to students, faculty. (4) Basic fall, winter, spring schedule given; intersession and summer quarter schedules somewhat shorter, particularly evenings and weekends.

This summary is designed to reflect services of primary concern to high school and college students, and adults. Other important Missoula County library resources include 56,825 books in the 19 elementary school libraries of Missoula City Elementary Schools, District 1; 20,274 books in the elementary school libraries of the 12 other independent school districts in the County; 2,000 and 2,200 books respectively in the Missoula parochial schools, St. Anthony and St. Francis; the professional materials in the new and rapidly expanding Missoula County Instructional Materials Center and 2,645 books in the Frenchtown High School (the latter not a participant in this study).

APPENDIX D

PARTICIPANTS IN THE STUDY
(Signatories to petition for study)

1. Lawrence W. Hodges, University of Montana College of Education
2. League of Women Voters of Missoula
3. Loyola High School
4. Missoula City Elementary Schools, District 1
5. Missoula County High School
6. Missoula County Instructional Materials Center
7. Missoula County Superintendent of Schools
8. Missoula Public Library
9. Sacred Heart Academy
10. Target Range Elementary School District 23
11. University of Montana Library
12. St. Patrick School of Nursing

APPENDIX E

DIRECTORY OF LIBRARIANS

1. Hellgate High School — Mrs. Margaret Frette, Librarian
   900 S. Higgins
   Missoula, Montana

2. Loyola High School — Fr. James P. Hurley, S.J., Librarian
   420 W. Pine St.
   Missoula, Montana

3. Missoula City Elementary Schools, District 1 — Mrs. Peggy Gadbow, Directory of Library Services
   215 South 6th West
   Missoula, Montana

4. Missoula Public Library — Miss Evelyn L. Swant, Librarian
   Missoula County Free Library
   Pine and Pattee
   Missoula, Montana

5. Sacred Heart Academy — Sister Mary Anselma Price, Librarian
   435 Owens
   Missoula, Montana

6. St. Patrick School of Nursing — Mrs. Dorothy Robertson, Librarian
   Missoula, Montana

7. Seeley-Swan High School — Librarian
   Seeley Lake, Montana

8. Sentinel High School — Mrs. Letitia Johnson, Librarian
   701 South Ave. West
   Missoula, Montana

9. University of Montana — Earle C. Thompson, Dean of Library Service
   Missoula, Montana

10. Missoula County Instructional Materials Center — Mrs. Alexandra Sternhagen, Director*
    S. Ave. at Holborn
    Missoula, Montana

*Mrs. Sternhagen replaced Richard Harden as Center director in the summer, 1968.

APPENDIX F

BRIEF BIBLIOGRAPHY OF ESSENTIAL ITEMS

1. **Comprehensive Development Plan for Missoula, Montana.** Prepared for the Missoula City-County Planning Board by Clark, Coleman and Rupeiks, Inc. Seattle and Helena, April, 1967.

2. **Library Directory of Montana, 1968.** Helena, Montana State Library.

3. **Library Laws of Montana,** compiled from Revised Codes of Montana, 1947 with amendments through 1967. Helena, Montana State Library, 1967.

4. **Missoula County Instructional Materials Center Catalog,** revision of 11/10/67. Missoula County High School.

5. **Plan for the Development of Library Service in Montana** by Ruth Warncke. Montana State Library Commission, 1965.

6. **Program Statement for the Proposed New Library Building at the University of Montana** by Earle C. Thompson, Dean of Library Services and Donald P. Chvatal, Planning Assistant, December 5, 1966.

7. **Report of the City and County Librarian for the Fiscal Year, 1966-1967.** Missoula Public Library, Missoula County Free Library, July 31, 1967.

8. **A Study of the Public Library Facilities of Missoula City and County.** League of Women Voters of Missoula, 1968.

9. **A Time for Great Things, Montana's Plan for Total Library Service.** Montana State Library, 1967.